

Assessment of Training Practices in the Ghana Police Service

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Abstract

This study was carried out to assess the training practices in the Ghana Police Service at the National Police Training School, Accra and the Winneba Police Command and Staff College, Winneba. It finds out the curriculum employed by police trainers in the police training academies, how well the trainees apply their training to Police work, the challenges facing the training academies and feasible measures to address these challenges. Methodologically, the study employed the mixed methods by using both quantitative and qualitative approaches in getting the relevant data to satisfy the purpose and objectives of the current study. Sampling methods used were purposive and simple random sampling methods. In-depth interviews were also conducted to elicit qualitative data. The study revealed that police curriculum is categorized under Police Science, Legal Studies, Social Science, Communication Skills and Information Technology and Basic Officer Skills. The study concluded that the police apply their training to police work professionally by being proactive in fighting crime. The study, however, found out that police training academies in Ghana lack proper equipment, logistics and training materials. In view of this, it is recommended that the Government, in collaboration with other stakeholders in the Police Service, must help to provide good training facilities, infrastructure and funds to support quality training delivery.

Keywords: Training, Training Practices, Trainees, Trainers, Recruit, Police Officer

1.0 Introduction

Training is a type of learning intervention that can improve workplace performance and facilitate the introduction of new job responsibilities by improving workers' knowledge, skills and behaviours (Meyer & Allen, 1991). Training, therefore, refers to a planned activity that aims at fulfilling challenges in the individual or group of people concerning their knowledge, skills and committed employees (Adarkwa, 2001). Training is an integrative system, which requires, among other things, a high level of collaboration among various human resource management activities. Werther and Chandler (2011) viewed training as a short-term organizational concern, which involves helping trainees to execute their jobs. Training is the first most common Human Resource Development (HRD) activity. It focuses on the trainee learning the skills, knowledge and attitude required initially to perform a job or enhance on the performance of a current job or task.

Recently, it has been observed that increase in criminal activities and lack of professionalism has impeded the quality of service the Ghana Police Service (GPS) renders to the general public (Osei, 2008). Each area of GPS operations requires specific knowledge, regulations and skills through effective training for achieving the expected results. Training, therefore, involves an expert working with learners to transfer to them certain areas of knowledge and skills to improve upon their current jobs (McNamara, 2008). That is, trainees learn by being trained or being socialized into the norms, rules and regulations of a particular institution for them to become useful. For example, in the police institution, police trainees are taken through the necessary curriculum in order for trainees to meet expected standards thereby bringing out effective results.

Training practices imply the methods which are used by trainers as an aid to provide trainees with the necessary skills and abilities needed on the job. Ghana Police Service (GPS) five-year strategic national policing plan 2010-2014, indicates that police training practices are very important in the police service because the service has to render certain services and achieve its objectives which can only be realized through specialized training methods to protect life and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and other law enforcement operations. With the appropriate and efficient training practices the required outcome would be achieved in any organisation.

To ensure the police reform, certain crucial knowledge gaps on the police training institutions need to be filled. Some of these crucial gaps include the knowledge on the various training practices that go on in the Ghana Police Service. This is by investigating what the curriculum used to be and what exists now.

2.0 Statement of the Problem

Police service has been the beacon of democracy by maintaining law and order and preserving of peace but certain unprofessional acts like corruption, bribery, intolerance, insults and many others have tend to bring the reputation of the police service into disrepute this therefore called for a rigorous assessment of training practices in the Ghana Police Service. Lack of effective training practices has led to inefficiencies, low level of knowledge and skills of personnel and its effects on low staff productivity and unprofessionalism in the service

(Commonwealth Human Rights Initiative (CHRI), 2007). Professionalism, through effective training practices, is central to any police institution that seeks to provide services to the public and guaranteed individual's safety environment (CHRI, 2007).

Most Ghanaians are dissatisfied with the institution called the Ghana Police Service (GPS) and survey upon survey and various commissions of inquiry reports have shown this to be true (Atuguba, 2007). The problem existing currently within the Ghana Police Service (GPS) is indulgence in bribery and corruption, poor delivery of operations, no response or delay in response to crime, lack of professionalism, among others (Osei, 2008). Literature suggest that the factors causing some of these problems in the service are poor salary structure, poor educational background of police officers, inadequate logistics, outmoded operational tactics and lack of incentives (Osei, 2008).

In recent years, the Police Service in particular has come under severe criticism following incidents of police brutality, corruption, negligence and many other vices that paints the reputation of the service very black (Fyfe, 2005). Some of these negative outcomes have resulted in low public confidence and bad reputation of the police service. All these pose a lot of questions in one's mind concerning the kind of training practices police officers in Ghana go through before they are finally recruited into the service.

In light of all these, if the Ghana Police Service (GPS) is ever to regain its professionalism, there is the need for a complete overhaul of police capacity, culture, attitude and mindset which can best be assessed through effective police training practices that most recruits go through before they are employed into the service.

3.0 Objectives

The general objective of the study is to assess training practices in the Ghana Police Service (GPS) at the Winneba Police Training School and the National Police Training School.

4.0 Specific Objectives

The study specifically aims to:

1. find out the curriculum employed by police trainers in the police training academies
2. evaluate how well the trainees can apply their training to police work
3. examine the challenges facing the Winneba and National police training academies of the Ghana Police Service (GPS)
4. suggest measures to address the challenges facing the training academies.

5.0 Research Questions

1. What is the curriculum employed by trainers in the police training academies?
2. How well can trainees apply their training to police work?
3. What are the challenges facing the training academies of the Ghana Police Service (GPS)?
4. What are the feasible measures that can help address these challenges?

6.0 Significance of the Study

Police officers graduate from the various Police training schools across the country but still face numerous problems and challenges in the course of their duties. Some of the problems identified in the Police service are unprofessionalism, bribery and corruption, wrong application of the law among others. Therefore, this study is undertaken with the prime objective of adding to the existing knowledge of police training practices in Ghana, specifically, using the Winneba Police Command and Staff College (WPCSC) located at Winneba in the Central region of Ghana and the National Police Training School (NPTS) in Accra.

The findings of this study would be relevant to researchers, police officers, especially the instructors at the various police training schools in Ghana, trainees and administrators in the various police training schools in Ghana. The recommendations of the study will be of relevance use to the Ghana Police Service (GPS) and the various police training schools across the country.

The study finally serves as a source of theoretical and empirical literature to any individual or institution for the purpose of further research on the subject or other related areas.

7.0 Literature review

7.1 History of Policing in Ghana

The Ghana Police Service (GPS) is the main law enforcement agency in Ghana and it is very necessary to inform this studies with the history of policing in Ghana in order to know how policing started and how it is today in order to make a clear assessment of the curriculum, how police apply their training to police work and the challenges they are going through.

The force became the "Gold Coast Constabulary" in 1876. The Police Ordinance, passed in 1894, gave legal backing to the formation of a civilian police force in the colony. During the Asante wars, the Queen's Messengers joined the Hausa Constabulary, imported from Nigeria, and formed the Gold Coast Armed Police Force. In 1876, the British reorganized this unit into the Gold Coast Constabulary, which was divided into two forces in 1901, with the paramilitary mission assigned to the Gold Coast Regiment and the police functions given to the Gold Coast Police Force. By 1902, the police had been divided into General, Escort, Mines and Railway Police and this was legalized by the Police [Amendment] Ordinance of 1904. The Northern Territories Constabulary, which the British created in 1907, joined the Gold Coast Police Force shortly after World War I. This left Ghana with one police force, a situation that prevailed until independence. A Marine Police unit was formed in 1906 but was replaced by the Customs, Excise and Preventive Service in 1942 (Pokoo-Aikins, 2009).

The organisation of the service first started during the 1950s, when the British instituted several changes in the Gold Coast Police Service to modernize, enlarge and better equip the police. The greater importance was the decision by Britain to Africanize the police. Initially they had restricted access to senior positions in all branches of colonial administration, but following the agitation which erupted after the three ex-servicemen, Sergeant Adjetey, Corporal Attipoe and Private Odartey Lamptey, who were killed in 1948 by the colonial police, while leading a peaceful march to the Osu Castle to present a petition to the then Governor of the Gold Coast, this trend was gradually reversed.

In 1993 under the fourth republic of Flt.Lt. Jerry John Rawlings, Ghana's police establishment consisted of 351 police officers, 649 inspectors, and 15,191 personnel in other ranks distributed among 479 stations. An eight-member Police Council, established in 1969, advises the inspector general on all personnel and policy matters. The inspector general supervises twelve police regions, each commanded by a Deputy or Assistant Commissioner of Police (DCOP/ACOP). The police regions in turn are divided into districts, stations, and posts. The Police Service is composed of General Administration, Criminal Investigations Department (CID), to which Domestic Violence and Victim Support Unit (DOVVSU) are attached, operations department and communication department.

Upon graduation, cadets are sworn in and promoted to assistant superintendent (Ghana Police Service, 2011). Since the early 1990s, the reputation of the police has improved, because, an increasing number of police have been deployed overseas to support Ghana's commitment to international peacekeeping operations. In 1992-93, for example, a police contingent served with the United Nations Transitional Authority in Cambodia. In addition to supervising local police and maintaining law and order, this contingent also tried to prevent gross violations of human rights and fundamental freedoms (Library of Congress Country Studies, 1994).

8.0 Methodology

Kumekpor (2002) asserted that the end results of scientific investigation is useful only to the extent that the most efficient techniques and procedures are adopted in the planning and execution of field operations as well as the data collected. This study is a descriptive study because it aims to assess training practices in the Ghana Police Service using Winneba Police Command and Staff College (WPCSC) and the National Police Training School (NPTS) as a case study. The researcher chose descriptive study because it provided a detailed account of police curriculum. It further helped the researcher to assess how police officers apply their training to police work to bring expected results.

The researcher adopted mixed method approach by administering questionnaires out to his respondents to be filled and conducting some in-depth interviews. The quantitative and qualitative approaches were adopted to give a clearer description and understanding of the issues being discussed.

8.1 Study Area

The study seeks to assess training practices in the Ghana Police Service (GPS) at the National Police Training School (NPTS), Accra and the Winneba Police Command and Staff College (WPCSC) at Winneba.

8.2 Population

Castillo (2009) states that, a research population is generally a large collection of individuals or objects that is the main focus of a scientific query. The ages of the population ranged from 20-25, 26-31, 32-37, 38-43, 44-49, 50-55 and 56-60. The population comprises of both males and females with basic education and with some higher education. Some of these people are with secondary school certificate, diploma, professional certificate, first degree and others with master's degree. These people have various rankings like constable, corporal, sergeant, inspectors, chief inspectors, assistant superintendent, deputy superintendent, superintendent and chief superintendent. The estimated size of the population is 188 comprising of trainees, trainers and officers who have undergone the training programme already.

The target population of the study was the Commandant of the National Police Training School (NPTS), Trainers/instructors at the training academy, Officers who have already undergone through the training process and Trainees at the training academy

8.3 Sampling Procedure

8.3.1 Sample size determination of Trainees

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). Slovin's formula was adopted to set limit for the number of trainees to be selected from the National Police Training School. The Slovin's formula is

$$n = \frac{N}{1 + Ne^2}$$

Where: n= the sample size, N= sample frame or the target population and e = Degree of freedom with a margin error of 0.05 (confidence level of 95%). If the total number of trainees is 153 and it is substituted into the formula, mathematically the number of trainees to be interviewed would be calculate as $n = \frac{153}{1 + 153(0.05)^2} = 110.67$ to the nearest decimal is 111. Therefore, the number of respondents to be selected as trainees from the National Police training academy is 111 whilst the respondents to be selected as trainees from the Winneba Police Command and Staff College are 33. This is because the researchers had 33 as the whole population for senior officers at the Winneba Police Command and Staff College (WPCSC) and were interviewed by administering questionnaires to them through the simple random sampling technique.

8.4 Total sampling size for the study

Total number of people who participated in the study is captured in table 1 below:

8.4.1 Table 1: Sample Technique and Size for the Study

Respondents for quantitative data	Sampling technique	Number
Trainers/ instructors (NPTS/WPCSC)	Simple Random	20
Trainees (NPTS)	Simple Random	111
Trainees (WPCSC)	Simple Random	33
Officers who have undergone the training programme (NPTS/WPCSC)	Simple Random	20
Participants for qualitative data		
Commandant of the NPTS	Purposive	1
Administrators (NPTS/WPCSC)	Purposive	3
Total		188

8.5 Data Collection Instruments

Instruments for data collection were both quantitative and qualitative. Quantitative data collection instruments were questionnaires whereas qualitative instrument was an interview guide.

8.6 Sources of Data

Sources of data for the study were both primary and secondary. Secondary sources were books related to the area, research journals and any other source(s) which was relevant to the purpose of the study. The research unit of the Ghana Police Service (GPS), Headquarters, Accra was consulted for some information pertaining to police training practices.

Primary sources of information were elicited through structured interviews with some trainees at the Winneba Police Command and Staff College and the National Police Training School, trainers or instructors at the college and some officers who have undergone the training programme were interviewed in order to know their experience. The Commandant of the National Police Training School (NPTS) was also interviewed to find out about the curriculum (what was used and what exist now), the challenges they are facing and how well the trainees apply their training to police work.

8.7 Data Processing and Analysis

The data collected was edited, coded and analyzed. The quantitative data that was generated by the study was processed and analyzed using Statistical Package for the Social Science (SPSS) computer software package (version 20.0 for Microsoft windows). Findings from the analysis were presented in contingency tables with summary statistics.

On the other hand, qualitative data was analyzed by transcribing recorded audio discussions from various respondents before transferring it onto the computer.

9.0 Results and discussions

Research Objective One: To find out the curriculum used by police trainers in the police training academies

The first research objective was to look at the curriculum of the police training school. The curriculum comprises of the various courses which are studied by the trainees of the Ghana National Police Training School. The results obtained from the police training curriculum is represented in Table 2.

Table 2-*Curriculum Used by Police Trainers in The Police Training Academies*

POLICE SCIENCE (BPS)		
COURSE CODE	COURSE TITLE	CREDIT HOURS
BPS 01	Service instructions	2
BPS 02	Professional policing ethics	2
BPS 03	Criminal investigations	2
TOTAL CREDIT HOURS		6
LEGAL STUDIES (BLS)		
COURSE CODE	COURSE TITLE	CREDIT HOURS
BLS 01	Criminal law	2
BLS 02	Criminal procedure	2
BLS 03	Law of evidence	2
BLS 04	Acts and decrees	2
BLS 05	Human rights	2
TOTAL CREDIT HOURS		10
SOCIAL SCIENCE (BSS)		
COURSE CODE	COURSE TITLE	CREDIT HOURS
BSC 01	Map reading	1
BSC 02	Criminology and social psychology	1
BSC 03	Community policing	1
TOTAL CREDIT HOURS		3
COMMUNICATION SKILLS & INFORMATION TECHNOLOGY (BCS)		
COURSE CODE	COURSE TITLE	CREDIT HOURS
BCS 01	English language	1
BCS 02	French	1
BCS 03	Report writing	1
BCS 04	ICT	1
TOTAL CREDIT HOURS		4
BASIC OFFICER SKILLS (BOS)		
COURSE CODE	COURSE TITLE	CREDIT HOURS
BOS 01	Practical police duties	2
BOS 02	Physical training	5
BOS 03	First aid/STI/HIV/AIDS	1
BOS 04	Physical drill	5
BOS 05	Musketry	2
BOS 06	Defence and Safety skills	2
TOTAL CREDIT HOURS		17

It is imperative to know that police training school has five main course areas it focuses on and these are police science, legal studies, social science, communication skills and Information technology and basic officer skills. With the effective theorization and implementation of these courses make the police service get well-equipped graduates for the job.

Research Objective Two: How Trainees apply their Training to Police Work

The second research objective is to evaluate how well trainees can apply their training to police work. Research indicates that after trainees have been trained, their social impact needs to be felt and assessed (Certo, 2003). Table 3 below presents results on how police officers and trainees apply their training to the police work.

Table 3-How Trainees Apply their Training to Police Work

Variables	Police officers (F) %	Trainees (F) %	Trainers (F) %
By working professionally	3 (15.0)	7 (4.9)	3 (15.0)
By being confident and proactive in fighting crime	3 (15.0)	45 (31.3)	4 (20.0)
Meeting daily challenges and accepting responsibilities	2(10.0)	4 (2.8)	1 (5.0)
By helping people in the community	3(15.0)	8 (5.6)	2 (10.0)
Maintaining police code of conduct	3(15.0)	54 (37.5)	3 (15.0)
By being clean, alert and focused	2(10.0)	10 (6.9)	1 (5.0)
Effective use of weapons	2(10.0)	2 (1.4)	2 (10.0)
By effecting arrests, interrogation and prosecution	1(5.0)	6 (4.2)	3 (15.0)
By interacting effectively with the public	1(5.0)	8 (5.6)	1(5.0)

Source: Field survey, (2018)

A close examination of the results indicates that 15% of police officers claimed that trainees apply their training professionally to police work whilst another 15% also asserted that trainees apply their training to police work by being confident and proactive in fighting crime. Some police officers further suggested that trainees apply their training by helping people in the community, maintaining police code of conduct and interacting effectively with the public representing 15% each respectively.

On the other hand, it was revealed that most trainees applied their training by maintaining police code of conduct representing 37.5% followed by being confident and proactive in fighting crime also representing 31.3%. On the average, some of the trainees claimed they apply their training by helping others in the community and by interacting effectively with the public representing 5.6% each respectively.

Conversely, most trainers were of the view that trainees apply their training by being confident and proactive in fighting crime representing 20%. Some trainers also claimed that trainees apply their training by working professionally, maintaining police code of conduct and by effecting arrests, interrogation and prosecution representing 15% each respectively.

It is concluded that majority of the respondents claimed that trainees can apply their training to police work by working professionally, by being confident and proactive in fighting crime, helping people in the community, interacting effectively with the public and by effecting arrest, interrogation and prosecution.

Research Objective Three: Examine the challenges facing the Winneba and National Police Training Academies

Table 4 presents the challenges faced by the police training academies in Ghana. Pokoo-Aikins (2009) asserted that considering the numbers that are admitted at the police training academies, it is difficult to apply some methods of teaching.

Table 4-*Challenges facing Police Training Academies*

	Police Officers F (%)	Winneba Trainees F (%)	Accra Trainees F (%)	Trainers F (%)
Lack of proper equipment, logistics, training materials	3 (15.0)	15 (45.5)	58 (52.3)	9 (45.0)
Lack of infrastructure	8 (40.0)	8 (24.0)	20 (18.0)	2 (10.0)
Water crises	2 (10.0)	1 (3.0)	2 (1.8)	1 (5.0)
Lack of motivation and inadequate number of instructors	3 (15.0)	4 (12.0)	11 (9.9)	3 (15.0)
Interference in recruitment processes	1 (5.0)	2 (6.0)	3 (2.7)	2 (10.0)
Poor maintenance culture	2 (10.0)	2 (6.0)	7 (6.3)	1 (5.0)
Low level of Technology/Poor I.T education	1 (5.0)	1 (3.0)	10 (9.0)	2 (10.0)

Source: Field survey, (2018)

With the challenges facing police training academies, 40% of police officers from the National Police Training School (NPTS) were of the view that lack of infrastructure is a major problem in the training academies, followed by 15% each who said that lack of proper equipment, logistics, training materials and lack of motivation and inadequate number of instructors was a major problem at the police training academies.

Trainees from the Winneba Police Command and Staff College were also of the view that lack of proper equipment (logistics and training materials), lack of infrastructure, and lack of motivation and inadequate number of instructors were the major problems facing the police training academies representing 45.5%, 24% and 12% respectively. On the other hand, trainees from the NPTS, said lack of proper equipment (logistics and training materials) was a major challenge in the police training academy representing 52.3%, followed by lack of infrastructure and lack of motivation and inadequate number of instructors representing 18% and 9.9% respectively.

Lastly, trainers were also of the view that lack of modern equipment in the form of logistics and training materials was a problem in the training academies representing 45%. 15% of the trainers were of the view that absence of motivation was a problem to them and inadequate number of instructors was also a problem at the police training academies whereas 10% represented lack of infrastructure.

Research Objective Four: Suggest measures to address the challenges facing the training academies

The measures are in line with Currie (2004), which says that organizations initiate training programmes for many different reasons with the strongest motive being the need to respond to challenges represented by new technologies or current trends. The feasible measures are presented in table 5 below

Table 5: Feasible measures that can be adopted to curb or minimize challenges facing police training academies

Variables	Police Officers F (%)	Trainees F (%)	Trainers F (%)
Funds for building more infrastructures/logistics/provision of training materials	4 (20.0)	42 (29.2)	5 (25.0)
Qualified instructors and motivation	6 (30.0)	20 (13.9)	6 (30.0)
Recruitment of adequate instructors	3 (15.0)	10 (6.9)	1 (5.0)
Maintenance culture/technological improvement	2 (10.0)	28 (19.4)	2 (10.0)
Free and fair personnel recruitment	2 (10.0)	4 (2.8)	2 (10.0)
Private investors/stakeholders support	2 (10.0)	34 (23.6)	3 (15.0)
Review of training curriculum/more practical training	1 (5.0)	6 (4.2)	1 (5.0)

Source: Field survey, (2018)

Majority (30%) of police officers were of the view that qualified instructors must be recruited and motivated as well to help the police training school improve academically and developmentally, whilst 20% of the police officers further went ahead to say that to address the challenges of the police training academies, the government must provide funds for infrastructural development and the acquisition of logistics and training materials. Also, 15% of the police officers also said that more instructors should be recruited in order to meet the lecturer-student ratio, few others also claimed that technological improvement, free and fair personnel recruitment and stakeholders support representing 10% each respectively.

On the other hand, 29.2% of the trainees claimed that more infrastructural development as well as the provision of logistics and training materials should be prioritized by the police training academies in order to meet the rising number of recruits. Furthermore 23.6% of the trainees claimed that private investors and stakeholders must support the police training academies in terms of the needed resources, funds and facilities. Few others representing 19.4% claimed that our maintenance culture must be improved in doing that adopting modern technologies.

On the other hand, trainers (30%) at the police training academies were of the view that qualified instructors must be recruited and motivated. 25% of the trainers went ahead to say that infrastructural development and the provision of training materials (25%) should be of concern to the police training academies. On the average, 15% of the trainers responded by saying that private investors and stakeholders must provide the necessary support to the training academies.

It is concluded that majority of the respondents claimed that to curb or minimize the problems facing the police training academies in Ghana, qualified and experienced instructors must be recruited and motivated. Secondly, infrastructural development and the provision of training materials should be a major concern of the government as well as private investors and stakeholders support.

10.0 Conclusions

Curriculum employed by Police Trainers in the Training Academies

It has been revealed that the curriculum for the police training schools has been structured into five main courses which are police science, legal studies, social science, communication skills and information technology and basic officer skills. Each of these courses has various sub courses under each.

How Police Apply their Training to Police Work

The study also revealed that majority of the respondents applied their training skills professionally by working with confidence, being proactive in fighting crime and helping the people in the community. This confirms the assertion and implies that police training practices are having good impact on police trainees.

Challenges faced by Police Training Academies

From the results of the study, it was observed that lack of proper equipment/logistics, lack of infrastructure, inadequate number of instructors, lack of motivation of instructors, interference in the recruitment process from top-level management, low level of technology, and poor maintenance culture were identified as the major challenges faced by the training academies. This implies that the police training school and the police service in general are facing a lot of challenges that needs to be dealt with.

Therefore, this study has contributed immensely to the Criminal Justice System (CJS), specifically the police institution, by bringing out a detailed description of the police training curriculum. This study has also outlined how police can apply their training to police work.

In conclusion, the study has revealed clear and detailed description of the challenges facing police training academies in Ghana and some feasible recommendations that can help to curb or minimize some of the challenges outlined earlier.

11.0 Recommendations

1. The government through the Ministry of Interior and other stake- holders of the police service must help to provide the needed infrastructure, good facilities, training materials and enough funds to the police training academies and other forms of technology in their daily operations to help improve upon the quality of service delivery.
2. The government, in collaboration with the Ghana Police administration, and the Ministry of Interior must improve upon the level of motivation and salary packages of the police service to make it more interesting and attractive to the youth which will in turn keep them in the police force to help maintain law and order in the country. More instructors should also be recruited in order to balance the teacher-student ratio and improve the quality of teaching delivery in the training academies.
3. The government, through the Ministry of Interior, must encourage and motivate the authorities in the various police training institutions as well as the police service in general for the professional ways in which they apply their training skills in maintaining law and order in the country.
4. The government and the other stakeholders, through parliament, must help to enact a law or device a code of conduct that will reduce or eliminate political interference during recruits' selection period. This will help produce quality and deserving graduates from the police service who will deliver expectably.

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